**Considering the Challenges of Expository Texts and Planning for Teaching**

|  |  |  |
| --- | --- | --- |
| **What’s potentially difficult about the text?** | **How prepare/support students?** | **Before, During, and/or After?** |
| **Blended Genre / Structure:**  Combines elements of narrative story and expository facts from history | Explain that it reads like a story, but it includes information that is based on a real event in history (compare to a movie) so have to slow down and think about which facts/details are important  Use title and heading to predict | Remind BEFORE: anticipate to get their brain ready for the challenges (set a purpose for reading) >  DURING: Look for story patterns (e.g., plot) and key facts (about history) – what discovery do you think? (use title and images to predict) |
| **Challenging vocabulary**   * Locations: Southern Italy, Austria * Concepts: Alabaster, marble * Vocabulary: Excavating and obsessed | * Locations: find on a map to better understand setting * Use surrounding context clues: (stones) * Use context clues as part of inferring meaning | * BEFORE: Map * DURING (remind to use clues before & after) * DURING: Stop to ask explicitly about how to determine meaning * AFTER: Recap and encourage use in retell |
| **Images and Captions** **(Multimodal text)**   * Captions are at higher reading level * How connected to information? * When best to read? | * Give heads up at beginning and remind to consider * Set a purpose to decide if connected to the text after reading the section nearby * Is it helpful? Yes/no and why? | * BEFORE Remind * DURING: Consider * AFTER: Reflect on if helpful or not |
| **Three big inferences:** (stopping points)   1. Prince prompted to buy land and dig? Why? (made inference of his own!) 2. Predict: Why items here? Is this normal? 3. Draw conclusions at the end | Scaffold inferencing skills after taught explicitly in earlier lesson  Clues & PK + inferences  Ask open questions to prompt inferencing: What’s happening here? How do you know? (find evidence to support your thinking) | BEFORE: Remind about inferring think-aloud, the key things needed to infer, and reading between the lines – now they get to practice  We’re going to stop in three places to practice inferring what’s going on in the story. |

AFTER: (Response) Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Farmer dug and found marble in Italy | Farmer sold to marmoraro | Prince wanted valuables so went to Italy | Prince bought land with valuables | Dug up and discovered ruins of village |

**Considering the Challenges of Expository Texts and Planning for Teaching**

|  |  |  |
| --- | --- | --- |
| **What’s potentially difficult about the text?** | **How prepare/support students?** | **Before, During, and/or After?** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

AFTER: (Response) Text Structure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_